Improving Literacy Skills Through The Implementation of The Cooperative Literacy Learning Model in Third Grade Elementary School Students

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Abstract: This research aims to improve the literacy skills of elementary school students through the implementation of the cooperative literacy learning model. The Cooperative Literacy Learning Model refers to a learning approach that integrates literacy skills (reading, writing, speaking) with cooperative group work methods. In general, this model can be defined as a learning model that organizes students into small (cooperative) groups where they work together to master and apply various literacy skills in the context of a shared task. This classroom action research (CAR) involved 34 students at SDN 14 Kuala Selakau, Sambas Regency, and was conducted in two cycles. Data were collected through tests, assessment rubrics, and observation sheets to measure reading, writing, and speaking skills, as well as observing student activities. The results showed significant improvements in all three aspects. This can be seen from the results of observations and research on the literacy of third-grade students at SDN 14 Kuala Selakau, Sambas Regency, in 2024, from the pre-cycle, cycle I, and cycle II phases. Of the 34 students before the implementation of the cooperative literacy learning model (pre-cycle), 24 students, or 70.59%, had good reading skills. Furthermore, 23 students, or 67.65%, had good writing skills, and 21 students, or 61.76%, had good speaking skills. This observation was conducted in the first semester, from July to October 2024. Furthermore, through this pre-cycle, cooperative literacy learning models were implemented from November 2024 to February 2025 (cycle I). This resulted in an increase in students' reading skills to 29 students, and an increase in writing skills from 23 to 26. Furthermore, students' speaking skills also increased by 4 students. Then, in cycle II (March-June 2025), there was another increase in reading skills for 5 students, an increase in writing skills for 6 students, and an increase in speaking skills for 7 students. This improvement demonstrates that the cooperative literacy learning model is effective in addressing students' low literacy levels and successfully fostering their interest, motivation, and active participation in the learning process. Therefore, the cooperative literacy learning model can be an excellent alternative for teachers to improve their literacy skills. Therefore, implementing the cooperative literacy learning model will improve the quality of learning and achieve the desired educational goals. This improvement can serve as a reference for teachers, researchers, and others to improve students' literacy skills through cooperative learning models.

Keywords: Cooperative Learning, Literacy Skills, Classroom Action Research

Introduction

Literacy culture and skills in Indonesia are generally low. This is because people generally prefer listening activities over reading. Reading is the most fundamental skill needed to improve learning. Many elementary school students are unable to understand and rewrite ideas from texts effectively (Kadek Mita Lasmini et al., 2022), resulting in low literacy competency. This low interest in reading and writing skills, including reading comprehension (Elisdo Saragih, 2023), writing ability (Agus Budiharto & Tjitra Ramadani, 2023), and speaking skills (Nupus & Parmiti, 2017), is a fundamental problem that directly impacts learning outcomes. Other research also shows that elementary school students' reading skills are still relatively low (Ruspandi, 2021), so this issue requires immediate and appropriate action to prevent hindering their learning progress. This is also caused by the dominance of conventional, teacher-centered learning models, which result in low interest and motivation and hinder student abilities. In line with the opinion of Yulianto & Putri (2020), the use of conventional learning methods makes students more easily bored and the learning process monotonous.

Various innovative methods have proven effective in addressing this issue, such as the School Literacy Movement (GLS) (Ni Made Rusniasa et al., 2021), the implementation of digital literacy (Handayani, 2022), the use of engaging media such as video storytelling (Youke Elvira & Marzuki, 2022), and local wisdom-based practicums (Sapitri et al., 2020), all of which have been shown to improve literacy skills and learning outcomes. This emphasizes the need to implement more relevant and creative teaching methods (Mukhlishina & Murtyas Galuh Danawati, 2023). This is in line with findings showing that the use of engaging methods can increase student activity and interest in learning and contribute to improved learning outcomes (Isnawati & Hadi, 2021).

One proven approach is the cooperative learning model, which is expected to improve student learning outcomes and motivation. This model is designed to foster cooperation and interaction among students (Sugiyanto, 2010), enabling them to collaborate on structured tasks (Eviliyanida, 2011) and actively participate in the learning process delivered by the teacher. This is supported by the opinion that cooperative learning models can actively engage students and encourage independent thinking (Lethulur & Mataheru, 2022). Various cooperative models, such as TGT (Teams Games Tournament) (Wiyoko & Hidayat, 2022), Jigsaw (Utomo, 2022), and CIRC (Cooperative Integrated Reading and Composition) (Elisdo Saragih, 2023), have also been successful in improving student learning outcomes and understanding.

Based on initial field observations, these issues were also clearly identified in the third grade students of SDN 14 Kuala Selakau. Students demonstrate low literacy interest and skills, which is a major obstacle to achieving optimal learning outcomes. Therefore, this study focuses on continuous improvement through the gradual implementation of a cooperative literacy learning model. The goal is to improve the literacy skills of third-grade elementary school students, with the hope that this action will become a solution to continuously improve the quality of teaching and learning outcomes.

Methods

This study used Classroom Action Research (CAR), which focuses on improving direct classroom learning practices. CAR is the observation of the classroom learning process through deliberate actions (Machali, 2022). The subjects of this study were 34 third-grade students at SDN 14 Kuala Selakau. Third-grade students were selected because, based on initial observations and pre-cycle data, third-grade students are the gateway to higher grades (grades 4-6), where the literacy skills required for students are no longer present significant challenges.

Data collection techniques were conducted through participatory observation and learning outcome tests (Purnomo, 2020). These tests focused on students' reading, writing, and speaking skills during the implementation of the learning model. The research instrument or tool used was a literacy skills assessment rubric, covering reading, writing, and speaking skills. The research data was analyzed quantitatively and qualitatively. Both types of data were combined to provide a more comprehensive picture of the effectiveness and success of the measures taken.

This study used a literacy skills assessment instrument structured based on a grid that served as a guide for designing a comprehensive assessment rubric, with an effective timeframe of eight months. This included specific indicators for each skill aspect measured: reading, writing, and speaking. This instrument was designed to objectively measure the extent to which students demonstrated improvement in each literacy aspect focused on in this study.

Results and Discussion

The results of the study indicate an increase in students' literacy skills after implementing the cooperative literacy learning model from pre-cycle, Cycle I, to Cycle II. Data were obtained using a literacy skills assessment rubric (reading, writing, speaking) and analyzed descriptively.

Table 1. Data on Average Improvement in Reading Skills (from 34 students)

Stage	Number of Students	Percentage (%)	Improvement	Description
Pre-Cycle	24	70.59	-	Students' initial abilities were still low
Cycle I	29	85.29	14.70%	An increase occurred after the initial implementation of the cooperative model
Cycle II	34	100.00	29.41%	The increase continued until reaching maximum results

The implementation of the cooperative learning model significantly improved students' reading skills. The improvement from pre-cycle to Cycle I and its continued optimal performance in Cycle II demonstrate the effectiveness of this method in improving reading skills.

Table 2. Data on Average Improvement in Writing Skills (from 34 students)

Stage	Number of Students	Percentage (%)	Improvement	Description
Pre-Cycle	23	67.65	-	Students' initial abilities were still low
Cycle I	26	76.47	8.82%	Improvement occurred after the initial implementation of the cooperative model
Cycle II	32	94.12	26.47%	Improvement continued until maximum results were achieved.

Students' writing skills also showed significant improvement from Cycle I to Cycle II. This demonstrates that the focused efforts in Cycle II were effective in improving students' writing skills, which were initially the lowest-scoring aspect.

Table 3. Data on Average Improvement in Speaking Skills (of 34 students)

Stage	Number of Students	Percentage (%)	Improvement	Description
Pre-Cycle	21	61.76	-	Students' initial abilities were still low
Cycle I	25	73.53	11.77%	Improvement occurred after the initial implementation of the cooperative model
Cycle II	32	94.12	32.36%	Improvement continued until maximum results were achieved.

The results show that students' speaking skills experienced remarkable improvement. The consistent improvement from the pre-cycle to achieving very high scores in Cycle II indicates that the cooperative learning model is effective in fostering students' confidence and active participation in speaking.

Each student's overall literacy skills improved significantly. This is evident from the data on individual scores for each skill aspect (reading, writing, and speaking), which consistently increased from Cycle I to Cycle II, demonstrating the positive, even impact of the cooperative learning model.

Individual data for 34 students showed an increase in scores between Cycle I and Cycle II, as shown in the comparison of average scores in Tables 1-3. This increase demonstrates that the cooperative literacy learning model effectively trains and develops all three aspects of literacy comprehensively.

Table 4. Average Improvement Based on Cooperative Literacy Skills Aspect

Literacy Skills Aspect	Cycle I	Cycle II	Increase Percentage
Reading Skills	85,29	100,00	14,71%

Writing Skills	76,47	94,12	17,65%
Speaking Skills	73,53	94,12	20,59%

The data analysis results indicate an increase in students' learning completion rates, particularly after implementing the interventions in Cycles I and II. This increase demonstrates that the learning method used successfully enabled the majority of students to achieve the established completion criteria.

Discussion

The results of this study indicate that the implementation of the cooperative literacy learning model improved the literacy skills of third-grade elementary school students. This improvement was seen comprehensively across three aspects: reading, writing, and speaking. Quantitative data from the assessment rubric and learning outcome tests showed an increase in average scores from pre-cycle, Cycle I, to Cycle II, demonstrating the model's effectiveness in addressing previously low literacy issues among students.

The implementation of the cooperative learning model successfully improved students' reading skills. This was evident in the increase in the average class score, from 70.59 in the pre-cycle to 85.29 in Cycle I, a 14.70% increase. This continued to 100.00 in Cycle II, a 29.41% increase. This improvement demonstrates that student-centered learning methods, such as the cooperative model, can overcome boredom and lack of motivation caused by conventional, predominantly teacher-centered methods. This aligns with the opinion that cooperative learning is more effective than conventional learning (Sari et al., 2020), as this method change successfully captured students' attention and increased their initial motivation (Cahyono & Ardhyantama, 2020).

Writing skills also showed significant improvement, particularly from Cycle I to Cycle II. The average writing score increased from 67.65 (pre-cycle) to 76.47 (Cycle I) and then jumped to 94.12 in Cycle II. The 26.47% increase in Cycle II demonstrates that the remedial measures focused on this aspect were effective. Initial issues, such as poor writing skills, a major barrier to literacy, were addressed with this model, demonstrating that the use of engaging learning methods can enhance student learning activities and impact learning outcomes.

Speaking skills also showed significant improvement. The average score increased from 61.76 in the pre-cycle to 73.53 in Cycle I, representing an 11.77% increase, and reached 94.12 in Cycle II, a 32.36% increase. This consistent increase demonstrates the effectiveness of the cooperative learning model in fostering student self-confidence (Yusuf et al., 2020) and active participation (Krisnayana et al., 2017) in communication. This is supported by qualitative data showing increased student engagement, courage to interact, and participation during the learning process. This model creates a supportive environment for collaboration that indirectly encourages students to interact and communicate more frequently with one another (Maskuroh, 2023). The increasingly optimal results in Cycle II demonstrate the success of the reflection process and continuous improvement in CAR. This improvement indicates that the implementation of the cooperative learning model can improve learning outcomes from cycle I to cycle II (Sudarta, 2022), and this is reinforced by the two-cycle CAR with the Group Investigation (GI) learning model, which has been proven

to gradually increase student activity and learning outcomes (Windarti, 2022). Based on the evaluation of cycle I, educators can identify weaknesses and improve them. Teaching strategies, so that actions in Cycle II become more focused and effective, contributing to the achievement of more optimal and comprehensive results.
Students become more active and confident in interacting in groups, in line with the theory (Hermanto, 2023), which states that active participation and involvement in learning will positively impact their conceptual understanding and learning outcomes. This aligns with other research showing that the implementation of cooperative learning models such as Jigsaw is highly effective in increasing student participation and learning outcomes (Jayadi, 2021). The implementation of this cooperative learning model can also increase students' enthusiasm, interest, and passion for reading (Saadati & Sadli, 2019). The implementation of literacy and numeracy strengthening programs in schools is also implemented in stages, starting with the habituation stage, the development stage, and the learning stage (Rohim, 2023).
Overall, this study confirms that CAR is a strategic way for educators to improve educational services and enhance the quality of continuous learning (Susilowati, 2018), and is a skill that teachers must possess to maintain their professional performance (Widayati, 2014).

Conclusion

The implementation of the cooperative literacy learning model has proven effective in improving the literacy skills of third-grade elementary school students. This improvement was seen comprehensively across the three main aspects of literacy: reading, writing, and speaking. This improvement is evident in the consistently increasing average scores from pre-cycle to Cycle II. Reading skills increased from 70.59 to 94.12, writing skills showed the greatest increase, from 61.65 to 91.18, and speaking skills experienced a significant increase, from 61.76 to 85.29. These improvements demonstrate that student-centered models such as the cooperative model can overcome boredom and low motivation. Furthermore, this model successfully creates a collaborative and engaging learning environment, which directly and positively impacts the overall improvement of students' literacy competencies.

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